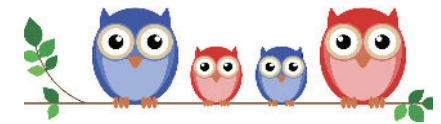


As a Year 3 Scientist I will know...

<u>Rocks</u>	<u>Animals inc. Humans</u>	<u>Forces and Magnets</u>
<p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Use Mohs' Scale of Hardness and talk about rocks they know e.g. diamonds, chalk, coal.</p> <p>recognise that soils are made from rocks and organic matter. Explain why the soil is in layers</p> <p>how fossils are formed when things that have lived are trapped within rock</p>	<p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>that a push and a pull are contact forces.</p> <p>things move differently over a variety of surfaces.</p> <p>that magnets only attract objects made from some metals.</p> <p>the difference between contact and non-contact forces.</p> <p>what will happen when poles are put together.</p>
<p><u>Light</u></p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows change</p>	<p><u>Plants</u></p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants. explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	



As a Year 3 Scientist I can...

Working Scientifically

- ask relevant questions and using different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gather, record, classify and present data in a variety of ways to help in answering questions
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identify differences, similarities or changes related to simple scientific ideas and processes
- use straightforward scientific evidence to answer questions or to support their findings.